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ABSTRACT

One of eighteen in a series, this annotated bibliography includes 64 publications that deal with the humanities and humanizing formal instruction at all instructional levels. Citations include recent ERIC documents, journal articles, and books. Others in the series are: SO 002 222 and SO 002 224. (DJB)

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HUMANITIES IN THE CLASSROOM

Compiled by **ROSARIO POLI**

Supported, printed and distributed by the Association Referral Information Service (ARIS) of the Ohio Education Association, Columbus, Ohio

WILLIAM C. McDONALD--PRESIDENT
STAYNER F. BRIGHTON--EXECUTIVE SECRETARY

FOREWORD

This annotated bibliography is one of six prepared during the summer of 1971 for the Association Referral Information Service (ARIS). There are now 18 bibliographies in this series, all prepared from topics selected by the users of ARIS.

The selection of materials is designed to be broad enough to serve as a reference source for several topics. Recent publications and operating programs are included in these bibliographies; however, this series is not intended to be a thorough review of the literature. Hopefully school personnel will find the cited materials useful in completing their day-to-day responsibilities.

This series was prepared under the able direction of Mr. Rosario Poli, Reference Librarian in the College of Education at the Ohio State University. The initial selection of materials was the sole responsibility of the compiler. Citations with the ED number are part of the ERIC microfiche collection and the abstract is from Research in Education. The other abstracts were prepared by the compiler.

ARIS is an information clearinghouse operated as a part of the professional services of the Ohio Education Association. ARIS is primarily concerned with the identification and dissemination of innovative and exemplary programs in education. In addition to program descriptions users are furnished with references to printed materials, including a review of ERIC documents, and available bibliographies. Several other information systems have made bibliographies, and other reference materials available to ARIS, to supplement the major ARIS publications.

Byron H. Marlowe
Coordinator, ARIS

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Personnel Evaluation

Social Studies Instruction

Student Evaluation

Student Relations

Team Teaching

Charles Silberman argues in *Crisis in the Classroom* that "what tomorrow needs is not masses of intellectuals, but masses of educated men—men educated to feel and to act as well as to think." Today's man faces a world much different technologically, socially and politically from that which he was taught to expect—that is a mistake educators should not repeat. BHM

Ackerman, James. ed. "The Future of the Humanities," *Daedalus,* Summer 1968.

Should be read as a sequel to the *Daedalus* issue on "Science and Culture" (Winter, 1965). Discusses degrees of relevancy for the humanities in an age of pluralism, mass confusion, social and political discontent, a-historicism and objective analysis. Papers are grouped into three sections, discussing (I) The Role of the Humanities in Higher Education, (II) The Practice of the Arts in Relation to Education and (III) Particular Problems in Specialized Fields of the Humanities. Especially valuable for those in higher education. But it should prove to be of value to anyone working in this area of curriculum development.

Adler, Richard R., ed. *Humanities Programs Today* (New York: Citation Press, 1970). ED 045 645

Reflecting the increased interest in humanities programs for elementary, middle, and secondary schools, this book provides descriptions of humanities programs developed by 35 schools throughout the country. Although the selection of programs represents a variety of approaches (e.g., some open to only high-ability students, others designed for low achievers; some flexible in content and organization, others based on a carefully detailed structure), the programs broadly cover the study of man within his culture: his experience, the symbols he prefers, and the values these symbols imply. The use of multi-media, field trips, team teaching, and community resources generally characterizes most of the programs. Individual program descriptions include rationale, objectives, course requirements, schedules, outlines of the courses of study, materials, resources, activities, and evaluative conclusions.

"Aesthetic Inquiry and Humanities Education," *Journal of Aesthetic Education,* April 1969.

A special feature that reaffirms the necessity of aesthetic inquiry for arriving at the value judgments needed and demanded by a contemporary humanities program. Sees the need of developing aesthetic inquiry as an educational imperative because our society is suffering from a loss of aesthetic, or psychic, distance, resulting from mass culture with its em-

phasis on immediacy, rapid change and communication. Notable articles include: (1) "Humanitas and the Triumph of the Machine," Clarence J. Karier, (2) "Personal knowledge, Art and the Humanities," Cyril Burt, (3) "The Humanities and the Life-World," Jerome Ashmore, (4) "The Natural Sciences, Criticism, and the Humanities," Arnold S. Nash and Marion B. Smith, (5) "The Plight of the Humanities," W. David Maxwell, (6) "The Humanities: A Mixed Bag," Donald Arnstine, (7) "The Humanities and the Burden of Responsibility," Robert E. Stake, (8) "To Defend the Humanities," Walter Feinberg.

Anderson, Robert H. "How Organization Can Make the School More Humanistic," *National Elementary Principal,* Vol. 49:6-13, January 1970.

The entire issue of this month's journal continues the special series, "Humanizing the Elementary School." This, a representative article from Part III, concerns itself with the human dimensions in school organization, those dimensions that facilitate the emotional and intellectual experience of the child within the school setting. Discusses the most ideal organizational pattern for humanizing education as made up of at least three components: (1) an absence of gradedness, (2) the team organized school, and an open form of heterogeneous grouping. Justifies this organization because he sees it as making for more meaningful person-to-person interactions within the school, involving adult-to-adult interactions, adult-to-child interactions and child-to-child interactions. Other relevant articles included in Part III are (1) "Why Multiage Grouping in the Elementary School?" Virginia S. Stehney and (2) "Humanizing the Elementary School: A Deterrent to Student Unrest," Gerald DeWitt.

Berman, Louise M. *The Humanities and the Curriculum* (Washington, D.C.: NEA—Association for Supervision and Curriculum Development, 1967). ED 015 192

This booklet contains the major addresses delivered at the December 1965 conference sponsored by The Association for Supervision and Curriculum Development of The National Education Association. The place of the fine arts, language, literature, foreign languages, and philosophy within the humanities and the relationship of social studies, science, and vocational education to the humanities is considered. One address, "The Potential of the Humanities and the Challenge to the Schools," and two chapters by the editor, "The Humanities—The Present Science and the Potential" and "Toward a Sharper Focus on the Humanities," present broad analyses of the humanities. The use of audiovisual aids in teaching the humanities is also discussed. Sources of additional information regarding current developments within the humanities are suggested, and a bibliography of

recent articles is appended. Authors of conference addresses are Edward D. Allen, Paul E. Blackwood, Marguerite V. Hood, Leland B. Jacobs, Earl S. Johnson, James A. Jordan, Jr., Gerald B. Leighbody, Philip Lewis, John U. Michaelis, and James R. Squire.

Bowers, C. A. "Accountability From A Humanist Point of View," *Educational Forum,* Vol. 35:479-86, May 1971.

Severely critical of the contemporary scientific and one-sided studies on accountability and efficiency in education made in attempts to make education more efficient and responsive in its performance. Sees these studies as violating the academic freedom of the teacher in the classroom, as having political connections, and as disregarding the importance of humanistic views and values in education. Because by adhering to a quantitative system of measurement and business considerations, accountability studies have not attempted to clarify the issues related to the intellectual or emotive experiences of education. At the same time, ironically enough, accountability is an ill attempt on the part of educational engineers to transform education into a technology that will make the control of students more efficient. However students are increasingly turning against the technological view of reality because of its dehumanizing effect. Concludes that before we can talk about accountability, we must first clarify the humanistic issues that relate to the purposes of education.

Broudy, Harry S. "The Role of the Humanities in the Curriculum," *Journal of Aesthetic Education,* Vol. 1:17-27, Autumn 1966.

At a time when humanities courses are undergoing reevaluation and development, they must not be suffocated by incorporating into them too many literary works and too many approaches. Selection of works is of paramount importance, and perhaps the best principle upon which to base selection is one which encourages "enlightened cherishing"—the commitment of the individual to certain values and to the standards by which he justifies his commitment. The humanities course can offer to the student, for study and possible emulation, the best exemplars of the human ideal. In choosing materials and an approach, schools must keep in mind that habits of enlightened cherishing take time to establish, and that it is more effective to concentrate on a few works which have the greatest potential for interesting the student and demonstrating the meaning of the human quest for humanity. By concentrating on those works with great artistic merit, the approach used in teaching can be that of aesthetic analysis, which teaches students to read knowingly and intelligently and to respond rationally and imaginatively.

Capp, Gene T. "Humanities-Science; A Natural for Team Teaching," *Clearinghouse* Vol. 45:361-64, February 1971.

A look at an integrated junior high school program at Albemarle Road Junior High School, Charlotte, North Carolina. Combines science and the humanities with team teaching in a flexible school program that stresses a relevant curriculum and learning environment. The program has as its primary educational goals increased sensitivity and broader awareness by stressing such integrated units as Who Am I, Why Do I Believe as I do, Race, Heredity, Environment and Beauty.

Cappell, Harold L. and John T. Metz. "Planning and Teaching a High School Humanities Course," *NASSP Bulletin*, Vol. 55:35-46, March 1971.

Discusses the development of the team teaching humanities course for the Council Bluffs Iowa Schools. Treats its planning, unit objectives and concepts, materials and teaching strategies, budget, implementation and evaluation. A well written article which should prove valuable to administrators and teachers planning an interdisciplinary humanities program.

Clegg, Alec. "The Revolution in the English Elementary Schools," *National Elementary Principal*, Vol. 49:23-32, September 1969.

The entire issue of this month's journal is devoted to a special series, "Humanizing the Elementary School." This is a representative article taken from Part I of the series. Other issues of the journal will continue the series, which runs in 6 parts. Describes how the open British elementary schools, for children from 5 to 11, in one of the poorest social areas, the coal mining region of West Riding, are undergoing a spontaneous humanistic teaching revolution that stress the development of the mind and spirit by emphasizing the humanities and a child centered approach to learning. Net results of the changes are the child is free to learn by exploring, doing, choosing, and making judgment; the child develops a concern with nature and human society, self respect and compassionate regards for others and the capacity to enjoy culture—music art and literature. The implications of this article for American schools should be obvious and disheartening because the British elementary school just described appears to be nothing more than a well structured and guided progressive school, something Dewey talked about as early as 1938 in his *Experience and Education*. Other articles of interest included in Part I are (1) "The Effect of School Failure on the Life of a Child, Part I," William Glasser; (2) "The Black Contribution to the American Experience," Samuel D. Proctor.

Clegg, Alec. "What Is A Humanizing Curriculum," *National Elementary Principal,* Vol. 49:8-12, February 1970.

The entire issue of this month's journal continues the special series, "Humanizing the Elementary School." This representative article is taken from Part IV. Defines a humanizing curriculum as one that stresses learning humane behavior, and not just a basic core of knowledge. Such a humanizing curriculum would allow for learning by doing and discovering, for opportunities of free expression and movement, for positive and cooperative experiences, and for individual activities in which the teacher provides the experiences and asks the questions that stimulate close observation and student involvement. Thus, students feel free to communicate what they know in speech, writing, paint or clay and, also, to expand on what they know through reading and simple experimentation. Other noteworthy articles in Part IV include (1) "Instructional Technology: Humanizing or Dehumanizing?" W. C. Meierhenry; (2) "The Administrator's Role in Humanizing the School," Melvin W. Barns; (3) "The Principal as a Change Agent," Kenneth A. Tye.

Corbin, Jonathan. *Annotated Humanities Programs* (Champaign, Illinois: National Council of Teachers of English, 1967). ED 015 210

One hundred and thirty-five United States secondary schools offering humanities programs are listed, alphabetically by state. Annotations present descriptions of the approaches to study in the humanities courses (e.g., American studies, world culture, great ideas). Many also indicate (1) grade levels, (2) school departments administering the program, (3) methods of teaching—by one teacher, by teams, or by a series of teachers from various departments, (4) quality of students participating, (5) amount of credit given, (6) type of course—Elective or required, part of sequence or single course of study, and (7) materials and texts used.

Denby, Robert V. "An NCTE/ERIC Report on Humanities Instruction in Secondary Schools," *English Journal,* Vol. 58:272-88, February 1969.

An annotated listing of ERIC documents on humanities education. Covers rationales, problems, methods, implementation, formal courses and programs, curriculum guides, instructional materials and future trends. Designed as a guide for secondary English teachers, supervisors, and administrators planning to adopt a humanities course of study.

Davis, Beverly Jeanne, ed. *Education Through Art: Humanism in a Technological Age* (Washington, D.C.: NEA—National Art Education Association, 1969). ED 046 090.

These papers grapple with the problems posed by the great advances in

technology that have drastically changed the role of art in education. On the one hand, the visual arts welcome technological advances, since they provide opportunities for new kinds of expression. On the other hand, the growth of a technology characterized by impersonality and objectivity has placed greater pressure on the arts to provide humanizing values in education. The INSEA Congress participants—art educators from many countries—deal with many aspects of art teaching, from international considerations to the teaching of specific areas of art.

Demarko, Sharon K. "A Place Where Learning Happens," *American Education*, Vol. 7:21-3, May 1971.

Describes the successful humanities curriculum project for the disadvantaged at the Ecarosa Humanities Center, Pensacola, Florida, funded under Title III of the Elementary and Secondary Education Act. Success is attributed to the basic humanizing philosophy of the center best expressed in its motto for students: "I am a choosing agent, unable to avoid choosing my way throughout life . . . I am a free agent, absolutely free to set the goals of my life . . . I am a responsible agent, personally accountable for my free choices as they are recorded in how I live my life." The curriculum reflects the motto by emphasizing cultural understanding and awareness, relevancy and active involvement of students in individualized units where progress is based on individual ability and talent, the development of skills in creative and performing arts, and on the building of rapport between teachers and students and between students themselves.

Fairfax, Virginia County Schools. *Research and Development Project to Develop, Improve, Expand and Evaluate Behavioral Goals of a Team-Taught, Humanities-Oriented Course in World Civilization for Ninth and Tenth Grade Students*, 1970. ED 046 858

This report describes five out of seventeen units in a World Civilization program, a two-year humanities oriented interdisciplinary English and social studies program. Course material focuses on those records of man which represent his thoughts and feelings about life. History serves as the basis for the chronological development of the course, however literature, drama, philosophy, art, and music are included as an integral part of the content. English skills are taught through an extensive program of expository writing, literary interpretation, oral expression, and independent study. In social studies the instructor team focuses on critical thinking, problem solving, drawing relationships, developing a sense of time and space, analyzing information in terms of social, political, economic, cultural, and religious activity. There are three methods used: lecture, informal lecture-discussion, and small group discussion including use of multi-media center. The units included here are: The Ancient Near East,

The Egyptians and the Hebrews, Renaissance, Seventeenth Century, and China. Each unit contains: philosophy, behavioral objectives, daily routine block plan, teaching techniques, testing methods and instruments, performance criteria, annotated bibliography of resources, reading lists, and study questions.

Farquhar, Robin H. *The Humanities in Preparing Educational Administrators* (Eugene, Oregon: Oregon University ERIC Clearinghouse on Educational Administration, 1970). ED 044 765

Three major rationales characterize the literature dealing with the use of humanities instruction in preparing educational administrators. These rationales focus on (1) the general liberalization of the administrator, (2) the values and purpose-defining skills of the administrator, and (3) the creative and analytical skills of the administrator. Although most of the literature advocates inclusion of the humanities in educational administrator training programs, few such programs exist. Among existing programs, four of which are described in detail, the emphasis appears to be on the values approach. Most of the implementation problems inherent in these humanities programs have been resolved, but finance and evaluation remain particularly troublesome. A 56-item bibliography of related literature is included.

Fox, Bernard A. and Ethel Fitzgerald. "School for the Humanities," *NASSP* Bulletin, Vol. 54:65-71, March 1970.

Reports on the success of The School for the Humanities, initiated in 1969, as a New York City Summer Junior High School. The school is innovatively designed to serve the needs of disadvantaged, inner city children. The unifying theme of the school's program is "Contemporary Man" with all the activities centering around this theme in an effort to assist each pupil in defining his values and life style. The approach is ungraded, interdisciplinary and multi-dimensional and makes use of four teaching teams—English, Social Studies, Fine Arts and Performing Arts. Success of the program is attributed to the interdisciplinary approach and to student involvement in course planning.

Frankel, Charles. "Toward A Humanistic Revolution in Education," *National Elementary Principal,* Vol. 49:4-11, November 1969.

The entire issue of this month's journal continues the special series, "Humanizing the Elementary School." This selective article taken from Part II of the series discusses the necessity of achieving a humanistic revolution in the schools by stressing the teacher's humanizing potential

and the benefits—to teach and unteach values; to teach choice, the value of time and of continuity; to teach the personal and human side of the machine, the contrast between man's spiritual and material nature; and to teach by questioning and actively doing. Other articles of interest included in this issue are "The Effect of School Failure on the Life of a Child, Part II," William Glasser; "Micro-Boppers, Life Styles and Books," Arthur T. Allen; "What Makes A Good Teacher Great?" John B. Adams.

Frymier, Jack R., ed. "Teaching the Young to Love," *Theory Into Practice* April 1969.

The entire issue is devoted to this theme of love. Looks at teacher behaviors and attitudes as some of the most powerful forces influencing human behavior in children. Reiterates the theme of the self-fulfilling prophesy and recalls Silberman's creed that moral behavior is learned through example. Concludes if educators are to teach the young to love—the positive aspects of human existence and acceptance, they have to learn the positive, creative and responsive ways of stimulating or projecting the kinds of feedback needed to help younger and older children become the positive, loving human beings they can become. Articles especially relevant to the theme include: "Emotions: The Missing Link in Education," Walcott H. Beatty; "Teaching Love as Co-Response," Louise M. Berman; "Open Learning," Maxine Dorough; "Love in Curriculum," Prudence Dyer.

Gearing, Frederick O. "Toward A Mankind Curriculum; From Kindergarten Through Twelfth Grade," *Today's Education,* Vol. 59:28-30, March 1970.

Advocates the necessity of developing a basic framework for a mankind curriculum: a curriculum that studies the nature of man through cross cultural comparisons in an attempt to define that which is common to all men, and to enable individual man not only to understand himself better, but also to see and understand himself in empathy or in relation to all humanity. Favors the social studies curriculum as a base line for building the initial curriculum and a method of individualized classroom simulation which stresses learning by discovery. Discusses the following contemporary projects, developed with the support of the National Science Foundation, as pivotal points for starting a mankind curriculum: "Man: A Course of Study," published by the Education Development Center of Cambridge, Massachusetts and "Patterns in Human History," published by the Anthropology Curriculum Study Prlject.

Glines, Don E. "Implementing A Humane School," *Educational Leadership*, Vol. 28:185-90, November 1970.

Reports on an unusual study of how a traditional middle class school, Wilson Campus School, Mankato State College, Mankato, Minnesota, using grades, routine schedules, self contained classrooms, dress codes, etc., underwent some 63 innovative changes to bring about a more humane curriculum and learning environment. Changes responsible for nurturing humaneness among students and teachers included: (1) student and teacher were individually matched, with each student selecting all his own teachers and his advisors, (2) relevant and individual educational objectives, from grades K-12, stressed affective, psychomotor and cognitive developments along with relevancy—the belief that the student learns best that which is meaningful to him, (3) the Wilson Program, using the year-round school concept, and having fluid course requirements, allowed for educational options, such as choice of teachers, choice of courses and daily schedules, optional attendance, freedom of dress and individualized evaluation, (4) although the program stressed freedom, responsibility and self selection for students, it had structure based on diagnosis, prescription and guidance, (5) the school program sought community involvement, (6) teachers were treated as professionals and as human beings—they were allowed to come and go, have optional attendance, freedom, responsibility and a great deal of individualization and self selection.

Goldberg, Maxwell H. "Humanities Teaching and the Mankind Emphasis," *School and Society*, Vol. 99:176-78, March 1971.

A critical discussion and excellent recommendation of the *Mankind Thinking and The Mankind Perspective* approach to teaching the humanities, developed by the Council for the Study of Mankind under the editorship of the Council's Executive Director, Gerhard Hirschfield. Sees the project with its emphasis on a total or global approach to the study of man as an excellent means of unifying all of the splintering man-concerned disciplines, such as history, anthropology, the arts, literature, the social and behavioral sciences, etc., and as a versatile approach to the study of the humanities that can stress either imagination, pleasure, practicality, culture, heuristics, discovery, empiricism or creative medition. The "Mankind Perspective" is to be especially recommended for the schools because it can be set up at different levels of sophistication and for different facets of interest.

Goldberg, Maxwell H. ed. *Needles, Burrs and Bibliographies; Study Resources: Technological Change, Human Values and the Humanities.* (University Park, Pa.: Pennsylvania State University, 1969). ED 036 525

In the first of four sections of this publication, James H. Stone reviews

recent writings on the humanities, citing 299 books, essays, and articles. In the second section, Goldberg provides definitions of several of the central terms related to technological change and human values (e.g., "science," "technology," "cybernetics," "cybernation," and "human values") and discusses the present and future impact of technological change on society. In the third section a sampling of contemporary responses to a changing world are presented. Major topics of opinions are "technology as threat or promise," "the pattern of the working day," "the shape of the community," and "the nature of the good life." Concluding the volume is a bibliography of over 90 pages on technological change, human values, and the humanities. General divisions under which items are grouped are "Background and Context," "Impacts and Implications," and "Further Resources."

Hamilton, Norman K. and J. Galen Saylor. *Humanizing the Secondary School* (Washington, D.C.: NEA—Association for Supervision and Curriculum Development, 1969)

These papers, presented during an ASCD-sponsored conference, confront educators with issues in, and alternatives for, making secondary schools a more humanizing experience for students. The contributors and their articles are: Norman K. Hamilton, "Alternatives in Secondary Education," Thornton B. Monez and Norman L. Bussiere, "The High School in Human Terms: Curriculum Design"; Robert S. Soar, "Achieving Humaneness: Supporting Research"; Dwight W. Allen, "A Technology and Performance Curriculum"; Lloyd S. Michael, "Alternative Modes of Organizing Secondary Schools"; John L. Wallen, "Building Leadership Skills"; and a summary chapter by J. Galen Saylor, "Some Characteristics of a Humane Secondary School."

Hipple, Walter. "Humanities in the Secondary School," *Music Educators Journal*, Vol. 54:85-88, February 1968.

Humanities courses can help to remedy the compartmentalization of knowledge in contemporary education, promote an integrated conception of a way of life, provide an historical and geographical perspective, counteract the educational impact of the sciences and the pressure of vocationalism, and introduce subjects too often neglected, such as philosophy, art history, and music history. Organization of a humanities curriculum may be by arts and genres, by aesthetic categories, by topics, or by chronology and culture; but if only one course can be offered, historical organization insures the most coherent study of cultures. One method of humanities instruction is team teaching, in which a group of specialists work together to reinforce and learn from each other. The teachers should have received some formal humanities instruction themselves—preferably

at least one full-year college humanities course plus a couple of in-depth studies of different cultural periods. Teacher preparation for humanities courses should focus on breadth and integration, which are both the method and the end of interdisciplinary studies in the humanities.

Hoetker, James. "The Limitations and Advantages of Behavioral Objectives in the Arts and Humanities," in Maxwell, John ed. *On Writing Behavioral Objectives for English* (Champaign, Illinois: National Council of Teachers of English, 1970).

The adoption of a behavioralist stance in education—namely, that of the "specificationist" who attempts to strengthen the humanist position by examining the behaviors which educators are trying to shape and by finding the most effective methods of instruction for accomplishing these ultimate goals—can help rid the schools of their worst evils and improve the quality of education. This may be accomplished, first, by examining the behavioral characteristics of the liberally educated adult to see what behaviors should be encouraged in students; and second, by employing the following tentative rules for writing behavioral objectives which are useful in guiding instruction without becoming trivial: (1) write behavioral objectives only for higher level behaviors to avoid triviality, (2) state all behavioral objectives in binary terms—pass or fail, present or absent—thus placing emphasis on the success or failure of the teacher and not on the ranking of students, and (3) define behavioral objectives broadly (e.g students will cut class less often, fewer students will drop out of school).

"Humanizing Education Through Technology," *Educational Technology*, Vol. XI, No. 6, June, 1971.

A special feature looking at how technology can be applied to preserve, protect and enhance the humanistic aspects of education and teaching. Representative articles include: (1) "An Approach to Humanizing Education Through Technology," Richard R. Landers, (2) "The Humanizing Process," Charles E. Goshen, (3) "Self-Growth and Self-Enhancement Through Technology," John Henry Martin, (4) "Humanizing Education Through Technology," Leo E. Persselin, (5) "Humane Benefits for Education," Donald E. Barnes; (6) "Some Reservations About Humanizing Education Through Technology," Merritt A. Williamson, (7) "Contract Learning and Humanistic Education," Billy B. Sharp.

Iannone, Ronald, *et al.* "A Human Approach to Contemporary Education," *Contemporary Education*, Vol. 42:292-4, May 1971.

Contends the schools are turning out masses of rote learning trained

students trained only to get ahead. Proposes an integrated curriculum to give the individual student the opportunity to find meaning in his life and to fulfill his human potentials by helping him to develop both an understanding of himself and of his relationships with those around him. The integrated curriculum would make the school a community in which students and teachers work together toward a common goal—self-fulfillment and effective orientation in society.

Junell, Joseph S. "Is Rational Man Our First Priority?" *Phi Delta Kappan,* Vol. 52:147-51, November 1970.

Contends rationality in and of itself is a detriment to education. Education to be an effective guide to social and moral behavior must consider humane values—attitudes, emotion, feeling, and conscience. Cites prejudicial conflicts as an example of where reason, almost always, fails to resolve anything because prejudices are so embroiled in emotions and preconceived attitudes. Proposes, for this reason, that the emotional education of young children must be the primary target of public education. Makes suggestions for implementing a humanizing and life-like curriculum in the schools by recruiting dynamic, mature and loving teachers—humane teachers, from whom students can learn humane behavior—through identification and experience.

Kelley, Earl C. *Humanizing the Education of Children, A Philosophical Statement.* (Washington, D.C.: NEA—American Association of Elementary-Kindergarten-Nursery Educators, 1969). ED 035 072

This booklet of short essays on humanizing the education of children was printed to help elementary educators focus on the main purpose for their being—to help children fully realize their humanity. The author's educational philosophy and its applications are covered by such subjects as the individual in a democracy, the meaning of freedom, the problem-solving method, the importance of cooperation, and involvement and citizenship.

Krutch, Joseph Wood. "A Humanist's Approach," *Phi Delta Kappan,* Vol. 51:376-78, March 1970.

Criticizes the scientific and mechanical aspect of education because of their over emphasis on objectivity and experimentation. Claims science with its objectivity can tell us only what can be done, never what we ought to do. The humanist, however, complements the scientist by delving into the realms of 'oughts' and value judgments. Sees the necessity of neutralizing science with humanistic practices, especially today, since the role of pure science has unforeseeable consequences.

Kuhns, Richard. "Humanities as a Subject," *Journal of Aesthetic Education*, Vol. 1:7-16, Autumn 1966.

Since most of the school curriculum is devoted to specialized disciplines, humanities courses provide the opportunity for creating in students an awareness of the unity which exists among philosophy, history, and the arts. Intensive study and class discussion of individual works becomes impossible, however, when too many books are crowded into a humanities course. As a consequence, the works remain remote artifacts to be "appreciated," but bear no relevance to the lives of students who prefer current literature and other media. Humanities courses can best be devoted to examining the philosophical and literary issues of a limited number of works, for it is in these areas that the works of the past are relevant to today's students. The intensive study of structure and style can be left to specialized departmental courses. Through the active engagement of the student in studying, discussing and arguing the philosophical and literary issues, the works of the past can become accessible to him and a part of the shaping forces of his life, rather than dead monuments to be honored but never touched.

Leeper, Robert R. ed. *Humanizing Education: The Person in the Process* (Washington, D.C.: NEA—Association for Supervision and Curriculum Development, 1967).

This collection of papers presented at the 22nd Annual Conference of the ASCD reaffirms the goal of education as self-actualization—the production of persons willing and able to interact with the world in intelligent ways. Papers included are (1) "The Interpersonal Relationship in the Facilitation of Learning," Carl R. Rogers, (2) "Humanization via the Curriculum," Fred T. Wilhelms, (3) Tomorrow's Sources of Actualization and Alienation," Donald Michael, (4) "Automation, Stupefaction, and Education," Sidney M. Jourard, (5) "The Focus of Humanism and the Teacher," Raymond W. Houghton, (6) "Role of Foundations and Government in Humanizing Education," John Letson, (7) "Humanizing Education: The Person in the Process," Arthur W. Combs, (8) "Civil Rights and Humanization," William Van Til, (9) "National Assessment: Current Status," Galen Saylor, (10) "About Speaking Out," J. Harlan Schores.

Lorch, Thomas M. *Sensitivity Training and the Teaching of Humanities* (unpublished manuscript). ED 041 910

Using methods derived from sensitivity training, teachers can help students to "feel involved" with works of art and make works "come alive for them." Current humanities instruction is said to be impersonal, overly intellectual, poorly taught, and irrelevant. Sensitivity training emphasizes the individual

and his capacities for self-awareness; it attempts to rehabilitate the emotions as a way of knowing; and it emphasizes the individual's participation in a small group. As the student becomes aware of his own feelings, he becomes more sensitive to what he reads. In addition, through such training the teacher can become more sensitive to the atmosphere of the class and to the learning that takes place. Sensitivity techniques which are valuable in the classroom are: (1) acting out the reading, (2) placing oneself in the position of someone else, (3) fantasy trips, (4) trials, (5) contemporizing to connect the work read with the present, and (6) drawing. When such techniques are used, students make discoveries about themselves through involvement with the questions raised in the readings examined.

Midjaas, Carl L. "The Middle School: An Opportunity for Humanized Education," (Speech for Northern Michigan University, 1970). ED 046 110

The predominant emphasis in American education upon the cognate realm, to the virtual exclusion of affective learning, is discussed in the context of the middle school movement. Nine characteristics of the middle school program that more nearly create a balance between the cognitive and affective elements in learning are cited and translated into design elements of middle school facilities. Specific recommendations are provided in the areas of instructional technology, media centers, personalized learning territories, space flexibility, large group instruction, and guidance services.

Murphy, Gardner, and Lois Barclay Murphy. "Nurturing Humaneness in the Elementary School," *National Elementary Principal,* Vol. 50:15-17, January 1971.

Addresses itself to the question: What kind of humaneness should the school encourage and in what sort of school does this kind of humaneness flourish? In its answer, with its emphasis on meeting the individual needs of the child and on stressing cooperative endeavors, it is very reminiscent of Rousseau and of Dewey. Sees the prime role of the schools to nurturing individual development, giving attention to the total child, not just to his intellect, but to all that he is and needs—socially, emotionally, physically and intellectually. Methods emphasize an individualized but guided school program that stress cooperation, not competition or performance, and identification of children with nurturing, humane adults.

Neubauer, Dorothy, ed. "Dehumanizing Our Society—Through Education and With The Active Support of the Public," *National Elementary Principal*, Vol. XLIX, May 1970.

Five of the issues of the journal of the *National Elementary Principal* for the 1969-70 publication year were devoted to a special topic, "Humanizing the Elementary School." This is the sixth in the series, but its approach is different. It looks at the contributing dehumanizing forces in our educational system and institutions resulting from school programs, government action, and daily personal behavior. Forces that violate, either deliberately, or through ignorance, the basic philosophy that human beings should be dealt with humanely. Representative articles include: (1) "In Truth, the Very Setting Doth Itself Dehumanize," Lawrence B. Perkins, (2) "Dehumanizing the School Through Curriculum Planning," Gary A. Griffin, (3) "The Art of Mess Communication," Y'Vonne Richoux, (4) "Relevance? Bah! Humbug!" William P. Robinson, (5) "Humanizing? Dehumanizing? How We Look in the Headlines,"

Neumann, Harry "The Contemporary Crisis of Humanistic Studies," *School and Society*, Vol. 99:178-80, March 1971.

Defines the primary purpose of a liberal education as evoking questions and questioning. It preaches not, or portends no absolutes, but always remains open to intelligent change. Its main purpose thus is to liberate man from the prejudices or provincialism he is born into by teaching him to reexamine that which he has learned or purports to know. Sees and warns of a growing and destructive tendency to politicize education and society through stark answers to social and political problems. Reaffirms the necessity for a liberal education if man is not to succumb to his cancerous activism.

New York State Education Department. *The Humanities: A Planning Guide for Teachers* (Albany, N.Y.: 1966). ED 033 924

The purpose of this guide is to encourage the development of humanities programs at the high school level so that students, through acquaintance with the thoughts, creations, and actions of past and present men in every area of knowledge, will think about the values of freedom and responsibility in relation to themselves. Not intended as a course of study, the guide is a compilation of ideas, objectives, and suggested teaching approaches and student activities. Three especially detailed approaches to the humanities program are presented: (1) the Functions Approach, concerned with man's values and expression in relation to himself and to society, (2) the Elements Approach, concerned with the form, reality, meaning and purpose of the aesthetic experience, and (3) the

Chronological Approach, focused on man's interest in himself, religion, nature, play, and the community. Also included are recommendations for program construction, an outline of Western man's history, and lists of humanities materials and non-Western works that could be included in a humanities program.

Nyquist, Ewald B. "Making Education More Humanistic," *New York State Education*, Vol. 58:21-2, October 1970.

The New York State Commissioner of Education reaffirms the necessity of a humanistic, or value oriented, program for the school curriculum—the whole teaching and learning process. Claims the schools should change their emphasis from one which emphasizes materialism, technology and making a living to one which emphasizes, for the 70's, mankind, human values and making a life. Sees the 70's as the Age of Humanity which will apply values to knowledge and will seek to give each individual, each man, the self knowledge and self realization so desperately needed in a world of change. Reaffirms the arts, with their emphasis on creativity, self expression, perception and awareness, as intrinsic to a program of basic education.

Ojemann, Ralph H. "Humanizing the School," *National Elementary Principal*, Vol. 50:62-65, April 1971.

Looks at some of the fundamental characteristics of human nature and lists the required qualifications for school personnel in a humanizing school: (1) sensitivity to the difference between observing behavior and understanding it, (2) knowledge of the causes and effects of human behavior, and (3) constructive and positive methods for making students achieve a feeling of personal worth, self respect, emotional security, and other basic demands of personality. Suggested methods for achieving these qualifications include (1) instituting in-service workshops for teachers on the dynamics of human behavior, (2) making knowledge of human behavior and human potential part of the curriculum for pupils, (3) joining the capabilities of both the behavioral sciences and of the humanities in developing a program for humanizing the school curriculum.

Powell, Thomas F., ed. *Humanities and the Social Studies* (Washington, D.C.: NEA—National Council for the Social Studies, 1969). ED 040 103

Writers representing diverse backgrounds and professional interests have contributed essays to this collection on the relationship between these two disciplines. Contributors were asked to sketch areas in the humanities which might be used in social studies and to discuss how the ideas, attitudes, philosophies, and information might be utilized. In addition,

curriculum development and planning and teacher training are covered. Some of the topics included are the youth value crisis, social and moral values, behavioral sciences, individual development, understanding through language development, humanism, human relations, cross cultural study, law and social order, and the creative development and expressions of man.

Prigmore, George T. "To Play With Mammets" (Speech for the New Mexico Secondary Principals Association, 1969). ED 034 771

Development of the creative, emotive, critical, and aesthetic skills can offer a way of looking at human experience—a philosophy of Henri Bergson—different from that offered by science and logic. The development of such skills is the goal of the humanities program, and a survey of over 500 exemplary programs indicated a number of characteristics typical of good programs. A nondogmatic approach, a free classroom climate, and the use of an inductive, team-teaching method are essential, although a variety of teaching methods should be used. The humanities curriculum should be spiral, extended over a number of years, and should be considered a vital part of the school's overall plan. The faculty should be committed to humanistic values and should teach students, not courses. The humanities program should be open to all students for exposure to a wide range of experiences relatable to their own lives and for encouragement in creative expression. Resource materials and speakers drawn from the community can supplement materials within the school to achieve course objectives.

Rice, Carolyn. "Humanities in the Junior High School," *Virginia Journal of Education.* Vol. 64:21-22, May 1971.

Discusses the success of an experimental humanities class at Burford Junior High School, Charlottesville, Virginia. It incorporates math, science, English, remedial reading, music, history and team teaching. Purpose of the class is to (1) help students bridge the gap between grade school and junior high school by giving them a good introduction to other courses, and (2) look at questions that are universally important. Course units are Man and Nature, Who Am I?, Christmas, Man and Entertainment, Man and Freedom, Man and His Beliefs, and Man and the Future.

"Relevance in the Humanities," *Teachers College Record* (September, 1969).

A special feature defending the relevancy of the arts and humanities, if

they are taught and studied correctly, in providing an experiential life-like curriculum in today's schools—because their central theme speaks of the human conditions and problems—grief, doubt, injustices, love, etc. Pertinent articles include: (1) "What Is Relevant Literature?" Peter F. Neumeyer, (2) "The Humanities and the Arts: A Practical View," Elizabeth Leonie Simpson, (3) "Reflections of a Humanist," Thomas H. Briggs, (4) "The Humanities and the Disadvantaged," Sheila Schwartz.

Schwartz, Sheila, ed. *Teaching the Humanities: Selected Readings* (New York, N.Y.: The Macmillan Company, 1970). ED 041 904

Sixty-one readings have been selected and collected here to provide a sense of the substance, scope, and potentiality of an education in the humanities. Sections deal with: (1) a definition of the humanities as a body of knowledge and insight, a mode of expression, a program for education, and an underlying attitude toward life, (2) the ways that the study of the humanities can help students grapple with contemporary issues and moral questions, (3) the recent upsurge of interest in humanities education in the secondary schools, and proposed organizational patterns to correlate the several disciplines which comprise the humanities, (4) the potentials of an elementary education in the humanities, (5) the basic personality characteristics and kinds of teacher preparation needed for today's humanities teachers, and (6) the need for a humanities education for the disadvantaged. Appendices include a discussion of the National Endowment for the Humanities, recommendations from American Council of Learned Societies, and a report from NCTE / ERIC on humanities instruction.

"Science and Culture," *Daedalus* (Boston: American Academy of Arts and Science, Winter 1969). ED 011 865

The interrelations between the humanities, the social sciences, the sciences, and the arts in contemporary culture are explored in this series of essays developed for the American Academy of Arts and Sciences. Scholars in the humanities, natural scientists, artists, social scientists, and administrators address themselves to the problems of: (1) definition of "culture," (2) state of our culture, and (3) place of science in culture. Primary emphasis in four papers in the introductory section is on terminology and historical developments. A second section considers the problem of communications between the subgroups of our culture. The final section is concerned with the forces of disjunction in our society and the causes of alienation of the individual in our culture.

Scobey, Mary Margaret and Grace Graham, eds. *To Nurture Humaneness* (Washington, D.C.: NEA—Association for Supervision and Curriculum Development, 1970).

Sees the development of humane capabilities in youth, such as tranquility and self actualization, as educational imperatives for the 70's. Papers by leading authorities, such as E. Paul Torrance, Francis Chase, Arthur Combs, and Lavone Hanna, are grouped into four sections discussing: (I) Perceptions of Humanness and Humaneness, (II) Revolutions Affecting the Nurturing of Humaneness, (III) Inhibiting and Facilitating Forces in Nurturing Humaneness, (IV) Educational Imperatives in Nurturing Humaneness.

Sheridan, Harriet W., ed. "Focus on Teaching the Humanities," *Minnesota English Journal,* v4 n2:p23-50, April 1968. ED 033 108

Six articles on the problems in planning and executing a high school humanities program are collected here. Wallace Kennedy gives a partial listing of Minnesota teachers and schools that offer humanities in grades 11 and 12. Fred E. H. Schroeder takes up the problems of defining "humanities," selecting good teachers, preparing an interdisciplinary approach, funding the program, and organizing courses. Betty S. Stainer sketches the philosophy and development of units and materials used in a program in 12th grade humanities at Lincoln High School, Bloomington, Minnesota. Martin C. Wiltgen surveys three ways of structuring humanities courses (historical, philosophical, and aesthetic approaches) and evaluates methods of teaching them. David Wee describes the plans, activities, and results of a summer institute in the humanities for talented secondary school students. William D. Elliott presents a case for teaching more world literature written in English, such as Henry Handel Richardson's Australian trilogy, *The Fortunes of Richard Mahoney.*

Silberman, Charles E. "Crisis in the Classroom: A Diagnosis, with Suggestion for Remedy" Speech for New England Association of Colleges and Secondary Schools, 1970. ED 047 412

Public schools in America, because they are obsessed with petty regulations and sterile mediocrity, destroy the natural inquisitive and creative spirits of children. A genuinely humane education must teach aesthetic and moral values as well as subject matter. This educational philosophy demands that learning be centered around the child's interests and experiences, with teachers having the responsibility to structure the learning environment in the best possible way.

Silberman, Charles E. *Crisis in the Classroom; the Remaking of American Education* (New York: Random House, 1970).

A critical and constructive indictment of American education and educational institutions. Accuses them of perpetuating mindlessness or lack of purpose. They not only fail to teach the individual how to think purposefully but also fail to develop his total humanity. Sees as the principle aim of a universal and purposeful education an education for all and an education that stresses the development of man and his total human nature—emotionally, socially, morally, physically and intellectually. Discusses the development of this theme in four parts: (1) the Educating Society, (2) What's Wrong with the Schools, (3) How the Schools Should Be Changed, (4) The Education of Educators.

Sinclair, Robert L. "Elementary School Educational Environments: Toward Schools That Are Responsive to Students," *National Elementary Principal,* Vol. 49:53-8, April 1970.

The entire issue of this month's *National Elementary Principal* continues the series, "Humanizing the Elementary School." This is a selective article taken from Part V of the series. Looks at the role of the educational environment and at the potentials of environmental studies for humanizing the school. Explains the environment as those conditions, forces and external stimuli in the school surroundings that foster or hinder the development of individual characteristics. Examines it in terms of five variables: practicality, community, awareness, propriety and scholarship. Other notable articles in this issue are: (1) "Humanizing the Role of the Elementary School Principal," Raloy E. Brown, (2) "Positive Reinforcement: A Humanizing Approach to Teacher Control in the Classroom," Michael J. A. Howe, (3) "Some Unanticipated Consequences of Testing," Fred P. Barnes, (4) "Humanizing the Social Studies in the Elementary School," Max Poole.

Stanton School District. *Humanities Guides: Man and Evolution, Man and Revolution, The Future of Man* (Wilmington, Delaware: 1970). ED 045 667

These three humanities course guides for grades 10, 11, and 12 have been designed to deal with social, ethical, and educational problems while maintaining the essentials of the traditional social studies and English programs, such as the development of writing and speaking skills, aesthetic values, and historical knowledge. The program enables the teaching team to educate each student as close to his individual potential as possible, encouraging the development of self-motivation and dependability. The syllabi briefly outline concepts to be developed, method of teaching (i.e., large group, seminar, lab, student-teacher conference, or independent

study), and questions for discussion and student evaluation. Extensive lists of resource materials—readings, films, and recordings—are provided for individual topics.

Stenhouse, Lawrence. "Nuffield Foundation—School Council Humanities Curriculum Project: An Experiment in the Interpretation of Evidence in Small Groups," *Claremont Reading Conference Yearbook*, Vol. 33:85-93, 1969.

The project is concerned with providing stimulus, support and materials for teachers and schools teaching the humanities to students aged fourteen to sixteen. Defines humanities integratively, as an interrelation of the approaches and attitudes of the social scientist, the artist and of the man of religion and as concerned with important human issues involving behavioral and experiential modes of study. The prime concern of the project is with developing experimental programs, materials, and teaching methods on relevant controversial social and personal issues and topics, such as war, education, the family, relations between the sexes, poverty, people and work, living in cities, law and order, and race relations. This article explores one of the Nuffield methods of handling controversial issues in the classroom known as, "discussion disciplined by evidence." It is explained under the following four headings: (1) the nature and interpretation of evidence, (2) the pattern of discussion, (3) the role of the chairman, (4) the authority structure of the school.

Strauss, Jack and Richard Dufour. "Discovering Who I Am: A Humanities Course for Sixth Grade Students," *Elementary English*, Vol. 47:85-120, January 1970.

Discusses the content and the objectives—cognitive and affective—of a six-week unit on self identity that integrates literature, social studies, art, music, semantics and media. The course is designed for the final semester of the sixth grade in the Fairfield School System, Fairfield, Connecticut, as a transitional course from the intermediate to the junior high school level. Methods emphasize the importance of role playing, learning creatively, and semantics.

Streeter, Robert E. "The Teaching of Humanities in 1991," *School Review*, Vol. 77:182-192, September/ December 1969.

Presents a tendentious history of humanistic studies during the past decade along with an account of their current problems and pressures. Concludes by listing the prime tasks facing humanistic education in the next quarter century: (1) determining the elements of greatest value in our heritage, (2)

presenting insights of non-Western humanists of India, Islam and of the Far East, into the mainstream of American Education, (3) making use of the liberal ends of instruction in a foreign language, (4) educating the senses and the emotions, (5) creating a spontaneous and generative environment in which students themselves carry some of the responsibility for furthering their education, and (6) maintaining a living relationship between the scholarly disciplines and humanistic education.

Taylor, Harold, ed. *The Humanities in the Schools: A Contemporary Symposium* (New York: Citation Press, 1968). ED 026 395

A symposium at the University of Kentucky in 1965 brought together 15 educators and six writers concerned with cultural values in an attempt to develop ideas for improving arts and humanities instruction in the public secondary schools. The papers presented in the symposium comprise this publication. In an introductory essay, Harold Taylor surveys the basic problems of arts and humanities instruction and summarizes part of the discussion that occurred during the conference. Harold Rosenberg takes up the relation of the teaching of art to the artist and his work. Stephen Spender emphasizes the necessity for using language with precision since "all human experience aspires to words." Stanley Kauffmann considers the special place of film in a technological society and outlines the appeal of film to young people concerned with culture. Robert Shaw develops the idea that an intense relationship with one of the performing arts is the best approach to the attitudes and enlightenments of the humanities. Edgar Z. Friedenberg reviews the social function of the school system and society's negative attitude toward creative art. Harold Taylor concludes with a summary of the main suggestions and recommendations made during the symposium.

"Theory in Humanistic Studies," *Daedalus* (Spring, 1970)

Presents a collection of scholarly articles on rationale—on the goals and nature of humanistic studies. Should be read as a sequel to the *Daedulus* issue on "The Future of the Humanities," (Summer, 1969). Attempts to defend humanistic studies, especially literature, history and philosophy, as legitimate disciplines that have social relevancy in the mass culture of today even though the cries of the pop culture, of the Natural and Social Sciences, and of technology appear to sound a note of irrelevancy for them. Feature articles of special interest include: (1) "Humanistic Studies: Their Object, Methods, and Meaning," Eric Weil, (2) "The Two Cognitive Dimensions of the Humanities," Morton W. Bloomfield, (3) "Value and Knowledge in the Humanities," E. D. Hirsch, (4) "Gesta Humanorus: Notes on the Humanist as Witness," Harvey Ray Pearce, (5) "Humanistic Studies

and Mass Culture," Richard Hoggart, (6) "Theory in the Humanities and Sociology," Talcott Parsons. As an addendum to this special feature on theory, read the dialogues on "The Languages of the Humanistic Studies" (Daedalus, Fall 1969). It also presents something on definitions, roles and objectives for contemporary humanistic studies.

Tinucci, Frances. "A Rationale for a Humanities-Centered Curriculum in a Cybernetic-Centered Society," *Catholic Education Review,* Vol. 66:632-46, January 1969.

A rapidly changing technological society such as ours is increasingly giving man more leisure as it continues to evolve from a work-oriented to a leisure-oriented society. Continuous education becomes a prime necessity for such a society. Affirms the necessity of a liberal and humanistic education—a self generated education that enables man to lean anew and to become a sensitive, open, realistic and inner-directed member of society by helping him to adapt to complexities and change. Convinced of the importance of the humanities in redeeming man, the author reexamines the position of the humanities in the school curriculum from four perspectives: (1) the teacher, (2) the federal government, (3) the school, and (4) the future.

Walsh, Huber M., ed. "Social Studies and Humanities," *Social Education,* May 1970.

Published as an elementary education supplement to the journal. Argues the necessity of exposing the child to alternative value systems to develop the critical and analytical abilities imperative for decision-making, understanding and intelligent social behavior. Sees the various art forms such as, literature, pop art, music, painting, etc., as important to the understanding of how man has modified, criticized, done away with or reinforced his different value systems. Contents include: (1) "The Humanities, the Social Studies and the Process of Valuing," Raymond J. Endres, (2) "Developing Racial Tolerance with Literature on the Black Inner-City," James A. Banks, (3) "The *I* of the Beholder," Tom Hamil, (4) "Role Playing: An Approach to Meaningful Social Learning," Fannie R. Shaftel.

Weigand, James, ed. *Developing Teacher Competencies* (Englewood Cliffs, N. J.: Prentice-Hall, 1971).

Presents a model for developing a human, rationale, inquiring individual; based on teacher competencies, necessary conditions of learning, human

interaction and the personalizing of the educational process. Contents include: (1) "Assessing Intellectual Development Stages of Children," Odvard Egil Dyrili, (2) "Formulating Performance Objectives," Donald Lee Troyer, (3) "Developing Question-Asking Skills," Roger T. Cunningham, (4) "Dveloping a Competency for Sequencing Instruction," Doris Trojcak, (5) "Developing a Competency for Evaluation in the Classroom," Ronald D. Anderson, (6) "Recognizing and Assessing Creativity," Alfred DeVito, (7) "Developing Teacher Competencies in Interpersonal Transactions," DeWayne Kurpius, (8) "Assessment of Teacher Competencies," James D. Russell.

Weinstein, Gerald and Mario D. Fantini, ed. *Toward Humanistic Education: A Curriculum of Affect* (New York: Praeger, 1970).

Reports the findings of a two and one-half year project, The Elementary School Teaching Project (ESTP) funded by the Fund for the Advancement of Education and the Ford Foundation. Purpose of the report is to study effective methods for teaching youngsters from poor, minority-group families in the general public schools. Especially of interest to those developing a humanistic curriculum because of its discussion on the role of affective behavior in determining the substance and process of education in the early years of school. Relevant chapters include "Affect and Learning," "A Model for Developing a Curriculum of Affect," "Identity Education," "Three Diagnostic Techniques," and "Some Reactions to a Curriculum of Affect."

Wilson, John. "Approach to Moral Education," *Religious Education,* Vol. 65:467-73, November/December, 1970.

A selective article for the "Symposium on Moral Education" discusses the components and general preconditions of a morally educated person—one able to judge between various moral codes or authorities. Gives suggestions on what the schools can contribute to the moral development of the child. Other essays in this issue include: (1) "Law-Gospel: Toward A Model of Moral Education," Stephen A. Schmidt, (2) "Religion and Social Conscience," Joseph S. Malikail, and (3) "Church Programs and Moral Education," Graeme W. Speedy.

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